third area of initiation, was cited by many students as the most beneficial experience. In many respects, group interaction both stimulated and strengthened creativity even as it diluted the effect of any one person. The class was divided into groups, each having primary responsibility for a different aspect of the brochure, but the entire class made final decisions. "It's a chance to present your best ideas and find out if they will work. If they won't, someone will tell you by presenting something that does work," said one student. "It's a chance to look at a lot of ideas and use the best." Added another, "In most types of work, a person will be working with groups of people, so he needs to know how to get along with them. We learn from each other." Each student was thus involved in the entire project and began to learn that writing, editing, and designing are not separate processes. And in fact, many jobs require one person to do all three, since only the largest organizations can afford writers who merely write, editors who do nothing but edit, and designers who devote themselves exclusively to layout.

Accommodating the proposed design to available production facilities was the final practical lesson. When the students met the printer and confronted dozens of decisions, dull chapters on typography suddenly became interesting. Having to explain their visions to the man who would cast them into tangible form was, the students found, a sometimes difficult and frustrating assignment. The exact shade of green paper one desired existed only in his imagination, and the type style another selected was available only down the block at the more expensive print shop. As they made their final choices on major and minor matters, the students saw again how creativity must be tempered (and challenged) by mechanics.

In retrospect, what best demonstrated the value of a course with an actual product was an incident that was totally unforeseen. Towards the end of the semester, a spending freeze for all state government agencies threatened to eliminate funds for the class project. Student effort and interest plummeted. "Oh, it really doesn't matter about all these things," wailed one student, referring to choices of type size, leading, margins. "If we can't print it anyway, why bother?" Restoration of funds and revival of student enthusiasm occurred almost simultaneously.

A course such as "Brochure Design and Production" can benefit both students and English departments by invoking standards which come not from the classroom but from experience. Searching for information and producing it in a written form that addresses a specific audience is appropriate, we believe, for English classes. Attending to the further steps of design and production, we further believe, will help promote among English students a greater respect for the entire communication process.

NOTES

¹For discussions of the need see F. H. Mac-Intosh, "Teaching Writing for the World's Work," *Teaching English in the Two-Year*

College, 2 (Fall 1975), 7-17; and Merrill Whitburn, "Technical Communication: An Unexplored Area for English," Association of Departments of English Bulletin, No. 45 (May 1975), 11-14.

²We wish to acknowledge the University Committee on Teaching Effectiveness and Evaluation for the grant.

^aFor a 'fuller discussion of this program see Robert B. White, Jr., "The Writing-Editing Curriculum at North Carolina State Univer-sity," Association of Departments of English Bulletin, No. 48 (February 1976), 24-26.

JUDITH BOLCH AND CAROLYN M. BLACKMAN

North Carolina State University

CALL FOR PAPERS: CEA 1978

April 6-8, 1978

Boston, Massachusetts

PROGRAM THEME: The State of the Profession

Persons wishing to participate in the 1978 CEA program should submit papers which reflect current activities in the profession: how is the profession healthy? in particular areas of literature? in new theory and applications in the teaching of writing? in new teaching approaches? in new methods of reaching a new public? where are the centers of activity in English curriculum? what is the picture in the job market? what are the problems now facing the profession? how are they being met? how might they be met? what are some of the greatest opportunities for the profession? what new areas of research are being explored?

DEADLINE: November 1, 1977

Papers should be sent to Professor Earle Labor, English Department, Centenary College of Louisiana, Shreveport, Louisiana 71104.

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